

Course Outline

Course Code & Title: EDUC-1091 Instructional Methods			
Department: Teacher Education		Program: TECVC & CAE	
Credit Hours: 3		Term: Fall 2013	
Delivery Method: <input checked="" type="checkbox"/> Class/Lab <input type="checkbox"/> On-line <input type="checkbox"/> Blended			

Course Description:

The focus of this introductory course is on the creation of effective learning environments and the use of teacher-centered strategies and techniques. The theoretical foundation and practical application of a variety of teaching approaches: lesson planning, questioning techniques, active lecture, and demonstration will be explored and critically assessed within the context of sound curriculum design principles and processes. The overall focus is on the application of newly learned information to the classroom. A classroom simulation will take place where the student's presentation is videotaped and reviewed for reflection and evaluation.

Recognition of Prior Learning (RPL):

RPL (also known as PLAR – Prior Learning Assessment and Recognition) is a process in which individuals have the opportunity to obtain credit for college level knowledge and skills gained outside the classroom and/or through other educational programs. It is a process which documents and compares an individual's prior learning gained from prior education, work and life experiences and personal study to the learning outcomes in College courses/programs. For more information about RPL at Red River College, refer to the RPL website at: <http://www.rrc.mb.ca/index.php?pid=404>.

For general information and assistance with RPL, contact Red River College's RPL Advisor at 204.632.3094.

Academic Requisites:

EDUC-1090 Introduction to Education

Student Commitments and Contact Times:

Weekly evening attendance Thursday, 5:30 – 9:30 p.m.

Location: E213 NDC

Online Commitments As Required

Class Requirements and Attendance:

Students are required to attend all scheduled class time. Class discussions and activities often account for a significant part of student assessment, thus these experiences cannot be replicated by a “take-home” or “make up” assignment.

Experience has shown that students who miss several class sessions have greater difficulty in satisfactorily completing course requirements than those who attend on a regular basis. Students that regularly miss class time without a reasonable explanation may be subject to withdrawal from the course.

Instructors have the responsibility to ensure that academic honesty is maintained in their academic activities. Students assume full responsibility for the content and integrity of the coursework submitted.

Students who submit written work that is deemed to be below acceptable standards for a professional program may be advised to seek additional support to improve specific skills.

Instructor Information

Instructor: Eva Brown

Email: ebrownorama@gmail.com; ebrown38@rrc.ca

Office hours: By Appointment

Student Readiness

COURSE DELIVERY METHODS:

Classroom / Computer Lab

Students are required to have a Google account and know their ID and password for LEARN.

Classroom: Large and small group, as well as direct instruction, modeling, group and self critique and individual research will be involved in the delivery of the course.

Other: A classroom simulation will take place where the students’ presentation is video taped and will be reviewed for reflection and evaluation.

Course format: Lecture, group discussion, films/videos, case studies, projects and classroom simulations.

Technology & Equipment Readiness:

Computer/Internet

Other:

If you are a student with a disability and require reasonable accommodations, you are encouraged to discuss this privately with your instructor to facilitate greater understanding of your learning needs. To receive accommodations, you also must connect with Counselling and Accessibility Services who will assist in developing and implementing your accommodation plan. You can contact Counselling and Accessibility Services in person at NDC (D102) or EDC (P210) or by filling out the online intake form which can be found on our website at: <http://www.rrc.mb.ca/index.php?pid=706>.

For further information about RRC's accommodation process, see the Handbook for Students with Disabilities at: <http://www.rrc.mb.ca/files/file/disabilities/handbook.pdf>

Course Resources:

Website provided at first class.

Textbook(s):

None

**Student Learning
Learning Outcomes:**

Upon completion of this course, each student should have the knowledge, skills and attitudes to:

1. Compare and contrast several theories related to how individuals learn, including: principles of adult learning, constructivism, skill development, and behaviorist and humanistic perspectives.
2. Describe the critical elements of an inviting safe learning environment and strategies for creating such environments.
3. Describe the relationship between teaching/learning strategies and the other elements of curriculum design: intended learning outcomes, learner needs, constraints, teaching resources, content, audio/visual materials and evaluation of learning.
4. Develop and deliver one or more active lecture/demonstration microteaching sessions utilizing questioning techniques and including comprehensive lesson plans and technology audio/visual aids.
5. Analyze and evaluate the critical elements and effectiveness of a microteaching session. This analysis and evaluation must be grounded in research and literature presented.
6. Recognize and display professional attitudes and practices.

Instructional Schedule and Assignment Package: -- *subject to change as per course wiki*

Assessment and Evaluation:

Assessment	Weight
1. Professionalism – Individual wiki pages developed and complete; daily assignments completed, attendance, discussions	40%
2. Microteaching – podcasts (uploaded/shared with instructor)	35%
3. Lesson Plans – uploaded to individual wiki pages	25%
Total:	100%

Minimum performance requirements for this program

- Technical Vocational students must maintain a minimum GPA of 2.0 at the end of each term to progress in your program.
- CAE students - Minimum performance requirement for this course: “C” (60 – 64%)
- All assignments must be completed **satisfactorily** to attain a final mark in this course (both programs)

Letter Grade Distribution:

A+	4.5	90 to 100%
B+	3.5	75 to 79%
C+	2.5	65 to 69%
D	1.0	50 to 59%

A	4.0	80 to 89%
B	3.0	70 to 74%
C	2.0	60 to 64%
F	0.0	0 - 49%

Course Policies:

General Academic Policies:

It is the student's responsibility to be familiar with and adhere to the Red River College (RRC) Academic Policies. These Policies can be found in the RRC calendar or online under “A SERIES – ACADEMIC MATTERS at <http://www.rrc.mb.ca/index.php?pid=4523>.

Additional Policies and Procedures:

Student Code of Rights and Responsibilities
<http://www.rrc.ca/files/File/policies/new/S1%20Student%20Code.pdf>

Academic Integrity
<http://www.rrc.mb.ca/files/File/policies/new/S4%20Academic%20Integrity.pdf>

Discrimination and Harassment
<http://www.rrc.mb.ca/files/file/policies/new/H1DiscriminationandHarassment.pdf>

Course Withdrawals

You may withdraw from a course at any time. In order to have your course grade reflect this you will have to complete a course withdrawal application and submit it to student services at least 3 weeks prior to the last day of the term of study.

Program Withdrawals

You may withdraw at any time during your program of study by completing a program withdrawal application. This form must be signed by the Teacher Education Department Chair or designate. It is advisable that you speak with the academic coordinator prior to making this decision to discuss options that may be available to you.

Technical Vocational Program Policies:

Progression Requirements

Individual course outlines will identify progression requirements for the specific subject areas. Should a student's grade point average fall below 2.0 in any term, they will be placed on academic probation and be required to meet with the Teacher Education Program Chair or designate to determine an appropriate plan of action.

If a student's GPA does not improve after appropriate actions have taken place, the student will be required to formally withdraw from the program.

Technical Vocational Students must maintain a minimum of a "B" grade in all Methods courses to progress to the associated practicum component.

This applies to the following courses:

- EDUC-1090 Introduction to Education
- EDUC-1091 Instructional Methods
- EDUC-2092 Advanced Instructional Methods

Additional Information *(All students)*

Attendance, Use of Time, Participation

Regular and punctual attendance, effective use of time, and participation are expected just as they will be required of you as a professional classroom teacher. They will form part of your grade - see Personal Management Skills.

Course-Specific Policies:

Use of cell phones, pagers, and headsets is not allowed during class or in any test or exam room unless as instructed for lesson activities by the instructor.

Other:

Students who are experiencing difficulty with the course are encouraged to make an appointment to discuss the situation with the instructor. One piece of advice here - do not leave this appointment until the last hour (or worse yet, the last minute!).

Respect for others is expected at all times. This includes listening to others, accepting others opinions, cooperating, etc.

Always remember the reason you're here—to become the best teacher you can—always strive toward that goal

Date Revised: September 10, 2013

Authorization

This course is authorized for use by:



Chair, Teacher Education

September 10, 2013

Date